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ABSTRACT

Three policy statements of the American Association of State Colleges and Universities (AASCU) are presented. In "National Imperatives for Higher Education, 1982," attention is directed to strategies colleges and universities need to pursue to maintain and improve their quality, federal aid to education and research, access to higher education through low tuition and student aid, tuition tax credits and student aid, the need to preserve the Department of Education and other federal programs that provide assistance to higher education, and unreasonable regulation and intrusion from federal and state governments. In "Policy Statement on the Urban State College or University," focus is on the mission of the urban university, a profile of urban students, programs at these institutions, the contribution of urban universities, and their special needs. It is suggested that urban universities have faced an increasing range of responsibilities resulting from social, economic, and political forces that have reshaped urban living. In "The International Responsibility of Higher Education," attention is directed to the components of international education, and the meaning of the term "international-intercultural"; the purpose of international education; and the responsibility of colleges and universities. International education is viewed as an integral part of quality education since the world is becoming increasingly interdependent. International education encompasses: the international content of curricula; the international movement of scholars and students concerned with training and research; and the arrangements engaging U.S. education abroad in technical assistance and educational cooperation programs. The AASCU's various roles in higher education are outlined. (SW)

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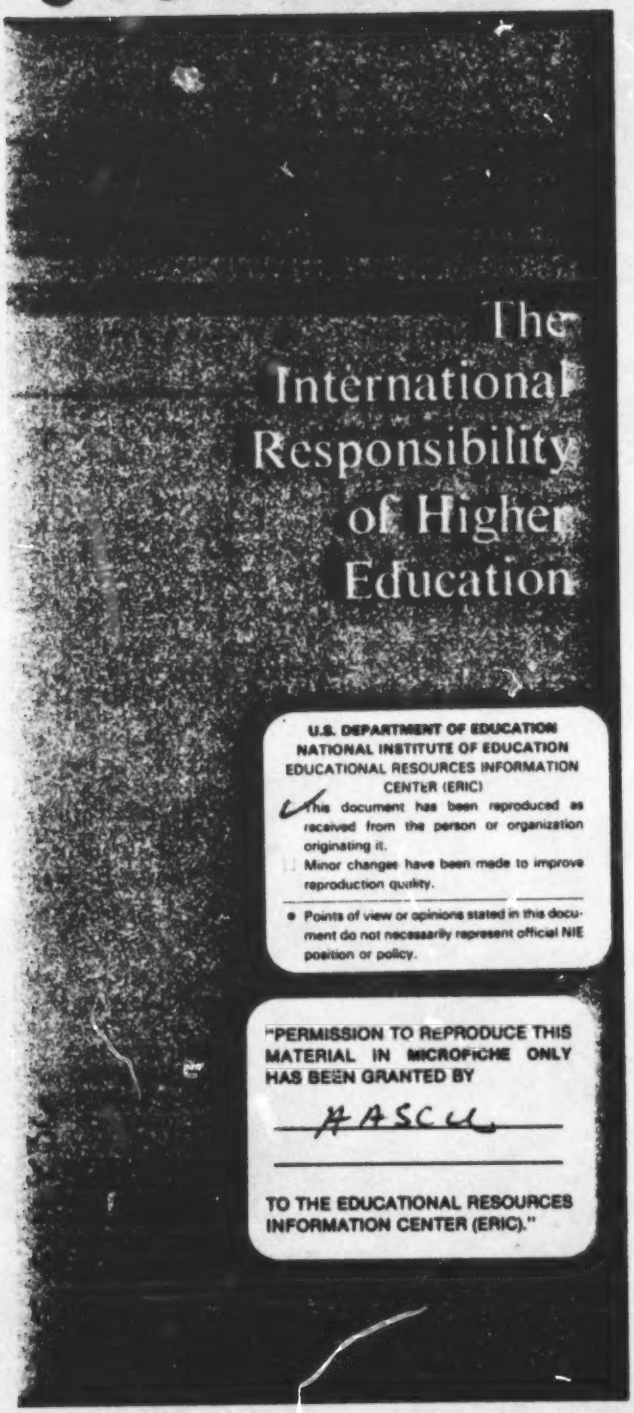
The International Responsibility of Higher Education
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The following policy statement was adopted by the AASCU membership during its 15th Annual Meeting, November, 1975, Boston, Massachusetts.

The Implications of Interdependence

Institutions of higher learning which claim to offer an education appropriate to the highly interdependent world of today must seriously examine, plan, and implement their international role in the curriculum and other programs. It therefore has become urgent and necessary to attempt to clarify the set of obligations and opportunities that are basic to the fulfillment of the international responsibilities of higher education.

The Process and Its Semantics

There is much confusion about programs labeled as international education. For some, international education is equated with the academic and cultural experience of students spending a semester or a year in a foreign culture. For others it is the teaching of international relations or area studies on campus. For yet others it might be the involvement of a group of scholars and administrators in the educational development of other countries. Still others have broader conceptions involving the introduction of students and faculty to transnational institutions and processes. All of these activities and many others are but fragments of the broader and vital process of international education: a process which spells out significant values and commitments, a process whose total impact is long-term and much broader than that of the sum of its parts.

"International Education" encompasses:

(a) the international content of curricula;

(b) the international movement of scholars and students concerned with training and research; and,

(c) the arrangements engaging United States education abroad in technical assistance and educational cooperation programs.

The terminology "international-intercultural" is used to indicate:

(a) that intercultural education is the larger concept that embraces international as well as domestic educational experience; and,

(b) that intercultural experience acquired within a nation-state can be invaluable in dealing across national boundaries.

The Purpose of International Education

The globalization of education should not be on the fringe of the curriculum, "the frosting on the cake." Rather, it must be institutionalized as an integral part of the pedagogical philosophy of the institution and its curriculum. There is no student presently in college who should be exempted from acquiring some sensitivity to the existence, diversity, and dynamic inter relationship of the many cultures in our world society. At graduate and professional levels, there is scarcely a field of knowledge that can be isolated from global issues and the pursuit of their solution. Major areas of training, research, and applied fields can hardly ignore the multinational dimension. The stark realities confronting us are that our existing international economic and political relationships need rethinking. Successful United States educational and cultural interactions with other countries are essential to the long term contribution of the United States to world peace and to the world-wide improvement in the "condition" of man.

It often has been said that the purpose of a liberal arts education is to liberate the mind. It may be added that within that general purpose, international education has the specific objective of combatting ethnocentrism and parochialism. A multitude of programs and diverse approaches can be designed to eliminate ethnocentrism and parochialism, the existence of which in a person is the very antithesis of quality education.

Graduate and professional training require a varying degree of immersion in matters international, depending on the field. However, it is safe to assert that:

(a) every graduate or professional person has much to gain from exchanges and contacts with colleagues in other societies; and,

(b) global issues such as hunger, population, pollution, war, and peace will require multi-national, multi-disciplinary collaboration.

Vietnam and other issues also have proved that the stakes of United States foreign policy are too critical to be allowed to rest on an uninformed United States citizenry. Higher education has a responsibility to promote greater comprehension by the United States public of international issues and their implications. The United States also must maintain a pool of competence on foreign areas. We must teach Chinese and Russian as well as German, French, and Spanish. We must know about the social, economic, and political dynamics of Ghana as well as those of the U.S.S.R. or of the countries of the Middle East. As a major industrial-technical power we must be involved in significant technical assistance and cooperative relationships around the world. No matter how we define our national interest, such widespread participation is essential to reducing the chances of violence and war.

In short, in training, research, the conduct of technical cooperation, diplomacy, business, and many other fields, the United States cannot possibly survive in isolation. We have entered the irreversible era of interdependence and our educational fare must reflect this reality. It is in this sense that we conceive of international education as an integral

part of quality education, and not as an additive or a luxury which some can afford and others cannot.

The Responsibility of Our Colleges and Universities

The mandate that emerges for higher education is compelling. We urge that, irrespective of its student composition, size, or location, each college and university consider seriously within its normal governance structure the following questions:

1. Does its current undergraduate curriculum reflect the implications of interdependence? Are the "international" and "intercultural" components of its curriculum an integral part of a total institutional plan, or an uneven and fragmented assortment of interests?

2. What ought to be the "international" role of the institution on campus and externally? What is the best way to examine and to plan such a role?

3. What is the status of its resources, human and material, in international studies? How can it strengthen these without additional funding? What is it that it must do that requires additional funding?

4. Has it considered curricular alternatives in such fields as area studies, inter disciplinary and comparative studies, cross-cultural education, etc. . .? What is the potential of the outreach programs in the internation areas?

5. Is it making full use of opportunities for faculty development? How can it develop other opportunities in this area? Does it have provision for visiting foreign students?

6. What is its policy on admission and training of foreign students? Is it making full use of their presence?

7. Is it making full use of opportunities for its students to study and to work in a foreign society?

8. Has it considered the possibility and value of inter-institutional cooperation and consortia arrangements both within and outside the United States in fulfilling its program objectives?

9. Has its Board of Trustees (or its equivalent) seriously considered the international role and responsibility of the institution? How about its State Commission on Higher Education? Its state legislators?

10. What is its policy in international education in relation to "continuing education" groups, the business community, the media, the government, and K to 12 public education?

Commitment

We strongly urge the commitment of higher education to institutionalizing international education. We recommend that each institution of higher learning examine, and plan, its international dimension and programs on and off the campus. We believe that this is a basic responsibility that higher education must meet at this juncture in history when it is imperative to ensure that future generations of graduates are aware of and able to cope with the dynamics of world interdependence. While the surface crisis in international education is partly financial, we are convinced that it is primarily a crisis of insufficient commitment based on lack of appreciation of the stakes involved. There is much that can be done with existing resources; there is much more than can be done in generating resources. We can learn from existing trends and experiences, but there is no substitute for the internal, institution-wide process of examining and planning the responsibility and potential role of the institution in international education. Above all, we call for the genuine commitment of the educational leadership and the support of other sectors of society to a mission that has as its ultimate objective not only quality education, but the survival of the human race.

The Association

AASCU provides an organizational focal point for the collective needs of state colleges and universities. It provides a professional forum for examining and acting upon common concerns, and a channel that unites the individual campus views into a stronger voice in the development of national policies affecting higher education. AASCU thus enables the institutions to pursue many of their goals and objectives efficiently and effectively through pooled resources directed at shared interests.

Since its inception in 1961, AASCU has expanded and modified its programs in direct response to the diverse needs of its members. Presently it provides members analyses of federal programs and legislation, and arranges for the views of the membership to be presented for consideration in legislation and policy-making. Responding to a growing—and urgent—need for greater international understanding and responsibility by students and faculty, AASCU promotes opportunities for study abroad, faculty exchanges, and technical assistance programs with developing countries, and encourages internationalization of curricula through workshops, seminars, and publications. AASCU assists institutions to respond to the changing demands of the environment by providing opportunities for professional development and materials on topics such as programs for new student clienteles, resource allocation, futures planning, and program evaluation. As a lead association in urban programs, AASCU offers members new opportunities to increase their expertise in dealing with urban concerns and to form partnerships with local governments.

NATIONAL IMPERATIVES FOR HIGHER EDUCATION–1982

The American Association of State Colleges and Universities reaffirms its commitment to the basic principle of equality of opportunity to ensure students from all walks of life access to higher education, the equitable distribution of federal funding to further a diverse yet effective higher education system throughout the nation, and a strengthened voice for higher education to rectify present–and prevent further–unreasonable regulation and intrusion from federal and state governments.

The following policy statement was endorsed by the AASCU membership at its 21st annual meeting, November 1981.

Higher Education and the Federal Government: A New Era?

It is still too soon to know the extent to which there will be a reversal of the trend over the past 20 years toward substantial federal support for education, research, and the training of specialists and professionals. Leaders in higher education who believe that the federal government has a legitimate and important role to play in these areas must continue to make the best case they can that a strong, federally assisted system of education and research is essential to America's future.

Colleges and universities need to pursue other strategies to maintain and improve the quality of their institutions:

- They must be prepared to make difficult choices, among conditions of scarce resources.
- They must redouble their efforts to persuade state policy makers and the public that the states, which have traditionally provided most of the support for low-tuition public higher education, should continue that support. The states ought to be prepared to make up federal losses, which could result in the decline of access or the erosion of institutional quality. Reductions in student aid make it especially important for states to provide adequate resources so that tuition and fees can be held down to reasonable levels.
- They must oppose efforts by state agencies and branches of government to assert control over federal funds to institutions and students.
- They must work closely with state governments to develop effective ways to use those federal block grant funds that become available for teacher education, research, curriculum development, public service, and other purposes. States are required under the new federal law to involve colleges and universities in planning for the use of block grants; colleges should volunteer their services.

Access to Higher Education Through Low Tuition and Student Aid

AASCU believes that every American should have the opportunity for a postsecondary education suited to his or her needs and qualifications. Lack of funds should not be a barrier to opportunity.

Those who have urged that student aid be "substituted" for low tuition have proven to be completely in error. Within a few months, changes in federal policy have partly reversed the series of legislative actions from the Higher Education Act of 1965 through the Middle-Income Student Assistance Act of 1978 and the Higher Education Act amendments in 1980. Far less student aid assistance is available and even this is threatened. Those states and institutions that raised tuition, assuming that student aid would protect the needy, are left with high student charges in an era when state resources are strained, in part by substantial federal cutbacks in other state-administered programs.

AASCU will continue to press for adequate federal student aid. We also urge state policy makers to review with great care decisions to raise tuition and other charges further. Already, the annual cost of a public, four-year college or university education in many states is for many families the equivalent of several months' salary.

About 80 percent of all students, including most lower-income, middle-income, and minority students, attend public colleges; in most states the percentage is higher. As federal student aid is reduced, these students become more dependent on relatively low tuition and fees if they are to attend college at all.

AASCU continues to reject proposals to create a "student loan bank" and similar plans that would place much more emphasis on expensive, long-term loans and large lifetime debts as a principal way to finance higher education. As

far as possible, most students should be able to attend college through a combination of low tuition, work (including College Work-Study), and grants where necessary.

Tuition Tax Credits and Student Aid

AASCU is very concerned about proposals for tuition tax credits as a way to help finance higher education. Such tax credits would be highly expensive and inflationary. They would encourage both public and private colleges to raise tuition, leaving students and their families no better off than before. Further, tax credits tend to provide the most aid to upper-income students attending high-cost institutions, and the least to lower- and middle-income students at public colleges and universities.

The passage of tax credit legislation would mean the reduction of student aid. It could result in the reduction of federal grants, work-study, and loans, which provide far more aid to the great majority of students than tax credits would.

AASCU urges Congress once again to reject tax credits in favor of adequate support for the basic student aid programs, which have provided access to quality higher education for millions of Americans.

Preserving the Department of Education

The nation is now faced with proposals for the major reduction or elimination of many education programs, as well as plans to demote or completely dismantle the Department of Education.

Some proposals under active discussion would turn almost all higher education and other programs into block grants or eliminate them entirely. The only functions of the very small agency that would remain would be data collection, some research, and administration of some block grant funds. Some student aid programs would be consolidated into a block grant, and the Pell (BEOG) and Guaranteed Student Loan (GSL) programs might be dispersed to the Treasury Department. Other functions might go to such agencies as the Departments of Interior, Justice, and Labor.

Such wholesale destruction and scattering of programs carries two additional dangers. One is that experience so far in 1981 shows that block grant programs can be cut back or eliminated more easily than categorical programs. Another danger is that those programs that remain are likely to be administered by state agencies, serving the needs of state coordinating bodies rather than institutions and students. Similarly, turning programs over to agencies such as the Treasury Department, interested primarily in budget-cutting and fiscal policy, could result in their further erosion or elimination.

AASCU believes that the present Department of Education and its present statutory programs should be maintained.

AASCU urges Congress to hold full hearings on any proposed reorganization, through the regular committee process. In a time when the nation is demanding a greater investment in human resources to ensure American economic productivity in the years ahead, we think that these hearings will confirm the validity of a cabinet-level Department of Education to ensure that education and human resources questions will receive the closest attention at the highest level of government.

Other Federal Programs

The federal government provides assistance for many other programs that have served the nation well.

AASCU continues to support strongly the principal programs authorized by the Higher Education Act, including aid to college libraries, developing college aid (now entitled "institutional aid"), the so-called TRIO program for the disadvantaged, the academic facilities and college housing loan programs, the Fund for the Improvement of Postsecondary Education, and the urban grant university program.

AASCU also strongly favors the continuation of adequate funding levels for the following:

- National Science Foundation and especially science education
- Other research programs, including those in health and agriculture
- Health Manpower Training

- International exchange and agricultural development programs
- National Arts and Humanities Endowments
- Educational benefits for veterans and members of the armed services.

AASCU also favors tax legislation to encourage private-sector giving to higher education.

AASCU has a particular interest in legislation for adequate funding for public television and radio stations at colleges, and to protect access to cable television by educational institutions. AASCU also supports legislation to make it possible for four-year colleges and universities to participate more fully in federal Vocational Education Act funding.

AASCU Participation in Decision Making

AASCU has worked actively to have its administrators and faculty appointed to such national boards as the National Science Board, National Council on the Humanities, National Advisory Council on Vocational Education, Board of International Food and Agricultural Development, and other agencies. We will continue to do so, in order that this important sector of higher education, representing one-fourth of all college students, is not neglected in policy formulation.

In cooperation with several government agencies, AASCU has worked for several years to develop extensive lists of AASCU faculty members who can serve as peer reviewers for proposals submitted to the National Science Foundation and other agencies. This effort enables AASCU institutions to provide talented faculty and administrators who can assist in the resolution of national problems.

Federal/State/Institutional Relations

AASCU has been chosen by the other major higher education associations to be the "lead agent" in monitoring developments in the states that can affect higher education adversely. AASCU played a key part in opposing a move toward state legislative reappropriation of federal funds going to colleges and universities. While some states have passed such legislation, many have exempted higher education largely or entirely. In part, this has resulted from cooperative activities involving AASCU and the National Conference of State Legislatures. After careful study, the latter group recommended that federal funds coming to higher education not be subject to reappropriation.

More recently, AASCU was involved in a successful effort to persuade the National Governors Association (NGA) not to seek state agency control over federal research funds and student aid. However, NGA may still seek control over other forms of federal aid to public and private colleges and universities. This issue will require further vigilance at the state and federal levels.

AASCU has also opposed attempts to amend federal law to give state agencies more control over higher education, whether directly or through the allocation of block grant funds within the states.

Conclusion

AASCU state colleges and universities are a major resource for the education of millions of Americans, about a fourth of all undergraduate students and large numbers of graduate students. They are also a major resource in research, international education, agricultural and economic development, and community service. In the uncertain times that lie ahead, with both demographic and fiscal problems facing most states, AASCU institutions need to make their case as clearly as possible with both federal and state officials.

Most federal programs affecting higher education serve America well. Many are underfunded. AASCU stands ready to work with officials to improve these programs and to try to reduce conflicts arising from unreasonable federal or state intrusion into academic matters.

However, there are still too many forms of regulation or restriction that are counterproductive in terms of the purpose of these programs. There is a need to provide incentives to ensure that the talents and energies of state colleges and universities of America will be utilized to the fullest, to fulfill their mandate to educate a wide range of fellow citizens and thus to further the national interest.

POLICY STATEMENT ON THE URBAN STATE COLLEGE OR UNIVERSITY

The following statement was developed by the AASCU Committee on Urban Affairs and approved by the membership on November 10, 1981.

The spectacular growth of American urban colleges and universities in size and number since 1945 is a reflection of profound societal changes that have shifted the center of American life away from its rural roots to the now predominant metropolitan areas. This newest link in the pluralistic chain of American higher education has absorbed an increasing range of responsibilities that have arisen as a direct result of the social, economic, and political forces that have reshaped urban living.

The overriding instrument of urban change has been population growth. Since the end of World War II, the cities have been magnets for almost continuous waves of new residents—blacks, Hispanics, ethnic minorities, and rural whites—all in search of opportunity. As these new populations arrived, the cities sprawled past their once well-defined "city limits" into suburban lands, overrunning adjacent villages and townships.

Americans began to develop new notions of city life and to view the management of urban growth through different eyes. Old concepts and power centers were tumbled; solutions to new problems were often outpaced by a proliferation of yet more complex problems. Every city institution—government, neighborhoods, schools, churches, business, and industry—faced the need to adapt to change.

The Mission of the Urban University

The urban colleges and universities of the 1980s spring from different backgrounds. Some were directed by boards of trustees or legislative bodies to adapt to the realities of new constituencies and new needs for services. Others were especially created to serve burgeoning populations with an increasing appetite for education. Still others, already tuned to the rhythms of the cities, began to redefine their roles, seeking creative ways to teach more heterogeneous student bodies, designing new academic programs to meet particular needs of their communities, and establishing new directions for research and service that responded more directly to emerging urban problems.

Among urban colleges and universities are state-sponsored higher education institutions that serve metropolitan communities. The urban state colleges and universities are comprehensive in their approach to education and service. They offer a wide range of undergraduate, graduate, and professional studies; pursue a equally diverse research agenda; and lend their considerable knowledge resources in countless ways to their communities. Lacking the broad federal mandate of the historic land-grant colleges of the late nineteenth century to introduce education to farmers, mechanics, and others without access to higher learning, these urban state colleges and universities have carved out their own mission. Like the early land-grant colleges, which reached into almost every aspect of rural life, the modern urban state colleges and universities are redirecting higher education in the cities.

A Profile of Urban Students

Students represent the city's polyglot of races and cultures that are at once enriching and provincial. Like the farmers and mechanics of the early land-grant days, they are, for the most part, the people who previously were left out of a less accommodating, more narrowly structured system of education beyond high school.

Nevertheless, they want access to careers with promise, better jobs than they now have, more stimulating and rewarding lives, and the inner satisfaction and dignity that education can bring. The motivation is strong, even when the odds against success seem great and the sacrifices loom large.

They are inner-city and minority youths who are the first in their family to attend college. They are college-bound youngsters who would qualify for entrance at most universities. They are also youngsters whose academic preparation is too weak for success in higher education without special help in starting out.

They are adult men and women with full-time jobs and family responsibilities. Some are college drop-outs with a new drive to finish their education. Others are long out of high school—or college—who discover their aspirations and abilities demand more education.

Urban state college and university students are older—an average age of 28 years is not unusual. More and more, the part-time student is in the majority. Balancing work, family and community obligations, and study is a way of life for most. Earning a bachelors or a graduate degree may require longer than traditionally expected of the full-time, resident student.

Programs at Urban Universities

Academic programs include the range of traditional liberal arts and professional studies, undergraduate and graduate, but they also recognize the practical world of urban affairs and the requirements of a diverse student population. Professors still teach in classrooms, but some of the classrooms may be located in a plant, a bank building, a senior citizens' center, and city hall. Researchers still search for solutions to problems in laboratories, but some of the laboratories may be out on the streets and the problems may include transit, sanitation, small business development, and community relations.

Urban state colleges and universities are also becoming more adept at assisting students to overcome barriers to college education that were once thought to be insurmountable. Through experiment and experience, dedicated faculty members and administrators have created diagnostic processes to identify academic deficiencies and have developed learning techniques to help students to correct weaknesses. They tap the potential of the poorly prepared and challenge them to succeed, all while sustaining academic curricula and instruction that meet the standards of quality and excellence prevailing throughout higher education.

Through an ever-widening variety of programs, the urban state college or university forges links with its community, creating networks and coalitions that strengthen and support a valuable partnership. The city is both an education resource for students and the beneficiary of the professional knowledge and talent of faculty.

Professors and students may work together staffing a speech and hearing clinic for children, recodifying city ordinances, and studying the future capacity of water and sewage systems. The campus may house a gerontology institute where faculty administer government-funded programs and students receive career training. Community service programs can be as diverse as training city government personnel in the technology of new management information systems and exploring the feasibility or urban aquaculture—raising fish for food in tanks alongside the home vegetable plot. It may be engaged in neighborhood restoration and the preservation and conversion of historic landmarks for public use. It has the human resources at hand to respond to unusual needs, such as preparing women and minorities for greater management involvement in trade unions, traditionally dominated by white males. Its faculty is a ready source of expert knowledge for legislatures and government departments, local business, and neighborhood organizations.

The Contribution of Urban Universities

Urban state colleges and universities are an enriching supplement to the city's cultural life through drama, dance, music, film, and art that can venture into experimental realms unavailable in commercial entertainment.

Often overlooked is the contribution to the city's economy. Faculty, staff, and students are a vital part of the economic action, spending and saving, borrowing and lending, and paying taxes. The institutions are purchasers of goods and services and managers of cash flow. They draw funds from outside the community through grants, gifts, campus visitors, and other sources that funnel back into the local economy.

Through all of the many lines—formal and informal—that run from the campus out into the community and back, information is exchanged, new relationships established, and common fronts formed that constantly refresh the city-university connection.

Special Needs of Urban Universities

The road that has led to new modes of teaching and learning, new goals for research, and a more intimate partnership with the community has not been traveled without pain and frustration.

Changes in urban higher education triggered by outside forces have rendered old formulas for operational funding and capital spending obsolete and inadequate. The rules for financing education Monday through Friday from 9

to 5 on a self-contained campus cannot be applied successfully to an increasing population of students who attend part-time, in a variety of locations, and on an extended time schedule.

Open admissions with the necessary intensive academic care for students whose basic academic skills are not sufficient for success in college work are an expensive, necessary investment. The high cost of the earlier college years needed to ensure later academic success for such students is a tempting target for outside budget and policy makers.

On campus there is forceful competition between those who hold firm to the traditions of their own academic training and those who have been attracted to a more open philosophy dedicated to taking students as they are and adjusting the system in order to bring them along.

Like the cities they serve, the urban state colleges and universities struggle to break out of outdated operational processes that no longer seem valid to create understanding and acceptance for new educational roles and to win support for programs with an admitted risk.

Conclusion

For the city and a large majority of its residents, higher education remains the one best hope for survival and advancement. Faced with the multitude of familiar and common problems—inadequate housing, racial conflict, aging infrastructure, high energy costs, mass transit, crime, pollution, and more—the city's single most valuable asset will be an educated citizenry that cuts across all lines and that perceives an equal stake in the community. Those who are properly equipped by education and trained for work will have the humaneness, civic awareness, self respect, productivity, and knowledge essential to the future stability of urban America.

The Association

AASCU is an organization of 350 state colleges and universities located throughout the United States and in Guam and the Virgin Islands. The member institutions educate one out of four of all U.S. college students and about one out of three students attending four-year institutions. AASCU institutions have a strong commitment to provide educational access to members of their communities and regions, a commitment reflected in their low-cost undergraduate programs, responsive continuing education programs, and extensive public service programs. Two-thirds of the institutions offer graduate programs, many have doctoral programs, and a growing number offer study opportunities at the less than baccalaureate level. Their unique strengths are represented in quality undergraduate education, which combines the values of the humanities with the skills and knowledge of professional and applied career-oriented programs.

AASCU provides an organizational focal point for the collective needs of state colleges and universities. It provides a professional forum for examining and acting upon common concerns, and a channel that unites the individual campus views into a stronger voice in the development of national policies affecting higher education. AASCU thus enables the institutions to pursue many of their goals and objectives efficiently and effectively through pooled resources directed at shared interests.

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